



ALLENDALE-FAIRFAX MIDDLE

3305 Allendale Fairfax Hwy
Fairfax, SC 29827

GRADES 6-8 Middle School

ENROLLMENT 414 Students

PRINCIPAL Curtis Simmons

803-584-3489

SUPERINTENDENT Paula L. Harris

803-584-4603

BOARD CHAIR Carl Love

803-632-3871



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

0

5

29

14

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Excellent	N/A
2002	Unsatisfactory	Average	N/A
2003	Unsatisfactory	Below Average	No
2004	Unsatisfactory	Good	No

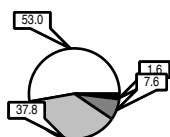
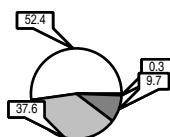
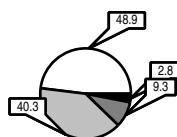
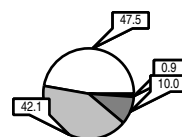
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	381	98.2	51.8	38.1	9.8	0.3	14.2	Yes	Yes
Gender									
Male	182	97.3	56.5	37.1	6.5	0.0	10.6		
Female	199	99.0	47.7	39.1	12.7	0.5	17.3		
Racial/Ethnic Group									
White	17	94.1	18.8	68.8	12.5	0.0	50.0	I/S	I/S
African-American	360	98.3	53.3	37.2	9.2	0.3	12.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	98.7	50.2	39.1	10.4	0.3	15.2		
Disabled	75	96.0	58.6	34.3	7.1	0.0	10.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	381	98.2	51.8	38.1	9.8	0.3	14.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	98.2	51.6	38.3	9.8	0.3	14.2		
Socio-Economic Status									
Subsidized meals	330	98.2	54.4	37.1	8.2	0.3	11.3	No	Yes
Full-pay meals	51	98.0	34.7	44.9	20.4	0.0	32.7		

Mathematics - State Performance Objective = 15.5%									
All Students	381	97.6	52.1	38.6	7.7	1.6	15.6	Yes	Yes
Gender									
Male	182	96.2	53.6	41.1	4.8	0.6	13.1		
Female	199	99.0	50.8	36.5	10.2	2.5	17.8		
Racial/Ethnic Group									
White	17	94.1	6.3	68.8	25.0	0.0	37.5	I/S	I/S
African American	360	97.8	54.2	37.1	7.0	1.7	14.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	306	98.7	50.5	38.7	8.8	2.0	16.5		
Disabled	75	93.3	58.8	38.2	2.9	0.0	11.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	381	97.6	52.1	38.6	7.7	1.6	15.6		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	97.6	51.9	38.7	7.7	1.6	15.7		
Socio-Economic Status									
Subsidized meals	330	97.9	53.6	37.5	7.3	1.6	14.5	No	Yes
Full-pay meals	51	96.1	41.7	45.8	10.4	2.1	22.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	118	99.2	77.3	20.0	2.7	N/A	2.7
	Grade 7	126	100.0	52.6	42.2	5.2	N/A	5.2
	Grade 8	128	99.2	63.3	34.2	2.5	N/A	2.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	97.6	69.7	23.0	7.4	N/A	7.4
	Grade 7	153	98.7	48.0	43.2	8.8	N/A	8.8
	Grade 8	103	98.1	36.6	54.5	7.9	1.0	8.9

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	118	100.0	60.9	33.6	5.5	N/A	5.5
	Grade 7	126	100.0	46.2	41.0	6.8	6.0	12.8
	Grade 8	128	100.0	57.0	42.1	0.8	N/A	0.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	125	96.0	55.8	33.3	8.3	2.5	10.8
	Grade 7	153	98.7	56.8	36.5	6.1	0.7	6.8
	Grade 8	103	98.1	40.6	50.5	6.9	2.0	8.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 414)				
Students enrolled in high school credit courses (grades 7 & 8)	14.6%	Up from 8.8%	9.5%	14.6%
Retention rate	0.2%	Down from 1.6%	3.7%	3.0%
Attendance rate	98.0%	Up from 95.3%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.4%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.3%		8.8%	5.3%
Eligible for gifted and talented	6.5%	Up from 4.0%	5.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.3%	Down from 19.3%	15.1%	13.9%
Older than usual for grade	5.3%	Down from 9.8%	7.1%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 19.1%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	12.5%	Down from 35.7%	47.1%	48.7%
Continuing contract teachers	62.5%	Down from 71.4%	70.0%	81.7%
Highly qualified teachers**	89.5%	N/A	87.5%	90.4%
Teachers with emergency or provisional certificates	35.0%		13.0%	5.3%
Teachers returning from previous year	60.2%	Down from 66.1%	75.8%	85.1%
Teacher attendance rate	93.2%	Down from 95.1%	94.5%	94.8%
Average teacher salary	\$35,380	Down 5.0%	\$38,638	\$40,566
Prof. development days/teacher	7.1 days	Down from 12.7 days	12.0 days	11.0 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.3
Student-teacher ratio in core subjects	15.6 to 1	Down from 18.6 to 1	18.5 to 1	21.3 to 1
Prime instructional time	88.1%	Down from 88.7%	88.1%	89.3%
Dollars spent per pupil*	\$7,786	Up 3.2%	\$6,615	\$5,821
Percent of expenditures for teacher salaries*	55.4%	Up from 52.0%	60.2%	61.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	Up from 50.8%	83.7%	95.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Average	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	92.7%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Allendale-Fairfax Middle School is a sixth- through eighth-grade Title I school with a current enrollment of 405 students. The staff consists of 36 certified instructors and 8 classified staff. We proudly maintain our student-teacher ratio of approximately 17:1. AFMS dedicates itself to the academic achievement of our students. We realize that an optimum middle school education is essential preparation for student success in high school and beyond. Recognizing our students' emotional, social and physical needs, we promote their growth by helping them to become critical thinkers, problem solvers, effective communicators and caring citizens who will be able to function effectively in the future global society. We do this by providing a meaningful curriculum, excellence in instruction and continuous communication among parents, teachers and students. To ensure continued growth, AFMS will continue to provide a positive and safe school climate. There is an increased emphasis on character education and social skills in the curriculum, and constant staff development in discipline and classroom management. The staff develops activities and strategies to increase reading comprehension on an on-going basis. The staff also explores and develops strategies to improve writing performance. The success of these implementations is due in part to small class size and an ongoing increase in staff development.

The mission of AFMS is to prepare students to become competent, responsible individuals by providing a safe environment where cultural differences are recognized, respected and celebrated, and realistic educational experiences are provided through the home school and community to achieve lifelong learners. Our goal is to create well-balanced individuals and help each student develop his or her own abilities. We aim to help students gain the capacity to cope with a changing society and lead them to decide on their future course independently.

For the 2003-2004 school year, AFMS has many proud points of interest. Thirteen students were inducted into the Junior Beta Club. EPICS provided an after-school program to enhance academics as well as offer students opportunities for enrichment in dance and drama. Quarterly awards assemblies were held to recognize students for good work. Eighth-grade students participated in a field trip to USC-Salkehatchie to tour the campus and get a look at college life. AFMS has maintained an outstanding partnership with Westinghouse Savannah River Plant. Several representatives from the partnership came in to present the CHOICES program to eighth-grade students as well as provided a scientist to visit both seventh and eighth graders during Engineer's Day. One eighth-grade student won the Lieutenant Governor's Writing Award. Other points of interest include continuation of the READ 180 program, an increase in our volunteer program and increased club participation. Students and teachers continue to benefit from the Visionary Leaders Institute. Our football team had a 3-4 record for the year while our basketball team held a winning record of 13-1.

SIC Chair, Zilla Williams
Principal, Dr. Myrtis Brightharp

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	65	5
Percent satisfied with learning environment	14.3%	43.8%	I/S
Percent satisfied with social and physical environment	19.0%	52.5%	I/S
Percent satisfied with home-school relations	19.0%	73.0%	I/S

*Only students at the highest middle school grade level at this school and their parents were included.